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Our Changing Schools

Annual Report of the State Superintendent of Public Instruction

1986-87

Annual Report of the State Superintendent of Public Instruction 1986-87

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INTRODUCTION

Message from the Superintendent

The Utah public school system embodies much that makes Utah so unique—our tradition of large families, our historical commitment to the importance of education, our uncompromising support for rigorous academic standards, our expectations of high moral standards and strength of character for our youth, and our desire to make schooling available to all our citizens.

These principles are being tested as our school system copes with challenges that even a few years ago would not have seemed possible. Utah's sluggish economy threatens to undermine the very essence of educational excellence. At the same time, our system is entering the age of technology that urges a reassessment of the entire education process.

Our school system is not a self-contained phenomenon, but an interactive one composed of people, programs, revenue, and physical facilities that affect our communities and our lives. Schools are an integral component of our society, a measuring rod of our social conscience and a basic source of our prosperity.

Today's Utah school system finds itself in the grip of unprecedented extremities. Over the past decade (1976-86), the percentage of growth in Utah's school-age population was greater (32.21) than that of any other state in the nation.*In 1986, almost 26 per cent of our population was attending school.*

The 1986 per capita income ($10,981) of Utahns, however, was the third lowest in the country. So is their gross state product per school-age child ($52,948), computed from the total value of Utah's goods and services divided by its school-age population.* Utah is striving to deliver public education of the highest caliber with a relative tax capacity and wealth that ranks among the lowest in America.

Utah's public education system is accomplishing more for less. Ours is a success story of efficiency and effectiveness of which no other state in the nation can boast. That success, however, will be in critical jeopardy unless we have adequate resources to support it, particularly for new technology for teaching, up-to-date text materials, facilities—all that makes learning possible.

The pages which follow describe what is being done and what remains to be done to sustain the excellence of our changing schools.

James R. Moss
State Superintendent
of Public Instruction

*Volume I: State Education Indicators, 1987, *Education in The States*, Council of Chief State School Officers.

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BASIC FACTS

How is our school system organized?

The State Board of Education, established by the State Constitution, is the only elected state board in Utah. Citizens in nine regional districts of the state apportioned on the basis of population by the Utah Legislature, elect Board members to represent their needs. The Board appoints an executive officer who is also the State Superintendent of Public Instruction. The State Board of Education sets the policies for the Utah public school system, grade kindergarten through 12, over which it exercises general control and supervision.

The staff of the State Board of Education is the State Office of Education, which works to implement the Board's decisions. It is a resource of professional educators who provide leadership, technical and inservice assistance in curriculum, vocational education, external research and development, and fulfill various monitoring, technology, evaluation, and other needs of school districts, government, and the public.

Chart #1

INSERVICE AND TECHNICAL ASSISTANCE PROVIDED BY UTAH STATE OFFICE OF EDUCATION STAFF TO LOCAL SCHOOL DISTRICTS, TEACHERS, STUDENTS, AND PARENTS
FY 1986-87

	WORKSHOPS	DISTRICTS RECEIVING INSERVICE	NUMBER OF INDIVIDUALS RECEIVING INSERVICE TRAINING	TECHNICAL ASSISTANCE VISITS	INSTRUCTIONAL STAFF/ ADMINISTRATORS PARENTS AND STUDENTS ASSISTED
CURRICULUM	378	40	7,060	694	2,066
SERVICES FOR AT-RISK STUDENTS	222	40	7,537	778	6,064
VOCATIONAL EDUCATION	148	40	13,136	1,776	5,328
CERTIFICATION *	88	40	8,493	DAILY	600
SCHOOL FINANCE AND BUSINESS	103	40	200	DAILY	2598
EDUCATIONAL EQUITY	78	40	491	820	1591
CHILD NUTRITION	14	40	800	366	366
EVALUATION AND ASSESSMENT **	2	40	166	810	8,810**
EDUCATIONAL TECHNOLOGY	34	Fiscal 34 SIS 40	1,327	1,450	8,450
SCHOOL LAW AND LEGISLATION	118	40	2,360	1,780	1,780
PROJECT ASSISTANCE SERVICES	94	40	4,725	2,100	3,300
TOTAL	1,249		44,313	10,273	39,762

	# OF CERTIFICATES ISSUED 1986-87 NEW/ RENEWALS	DEMONSTRATED COMPETENCY REVIEWS	CERTIFICATES MONITORED FOR RENEWAL	REVIEW OF UNDER-PREPARED TEACHERS	REVIEW OF TEACHER PREPARATION PROGRAMS
*CERTIFICATION	4,774/8,897	840	53,113	4,000+	39,761

**MAJOR TECHNICAL ASSISTANCE PROVIDED 10 DISTRICTS, 1987 UTAH STATEWIDE TESTING INVOLVED 65 ELEMENTARY SCHOOLS, 31 HIGH SCHOOLS, AND 7,800 STUDENTS

There are 40 school districts in Utah, one for each county plus additional ones in highly populated urban areas. The constituents of each district elect their own local school board which appoints a district superintendent. With the assistance of district office personnel, the district superintendent administers both local board and State Board policies and oversees the day-by-day operation of the elementary, middle, and secondary schools in the district's jurisdiction.

How large has our system become?

For a state of its geographical size, Utah has an unusually small number of school districts. Among the contiguous United States, only Nevada with 17 and Delaware with 19 have fewer. Both Utah and Rhode Island contain 40, while California and Texas each have over 1,000. The average number of school districts per state in the nation as a whole is 328. Utah's system emerges as a conservative one in comparison to that of other states in the Mountain Region as well, which boasts an average size of 157 districts.

Holding the pattern of recent years, Granite remained Utah's largest district during 1986-87 with 73,098 students, and Jordan was next with 61,047. Davis District remained third with 49,413, followed by Alpine with 35,397. Salt Lake City District held on to fifth place with 24,508. In contrast, Utah's smallest district, Daggett, had only 173 students, with Tintic (232) and Piute (371) next in line. The October, 1987 Fall Enrollment Report found 16 Utah school districts losing students from the previous year.

In 1986-87, Utah had 724 public schools. The number of elementary schools (439) continued to comprise the majority of that total, with middle, junior high, senior high, and special and alternative facilities making up the rest.

Chart #2

Chart #2

NUMBER OF PUBLIC SCHOOLS
(OCTOBER 1986)

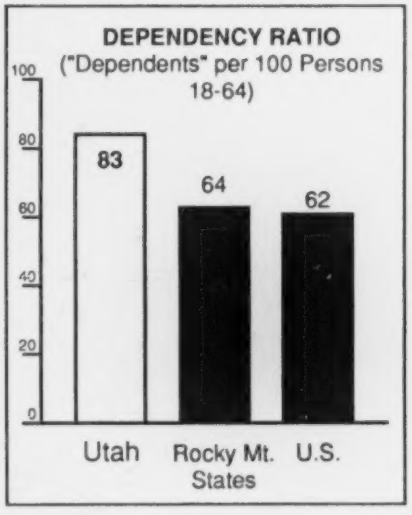
Elementary Schools	439
Middle Schools	45
Junior High Schools	64
Senior High Schools (10-12)	30
Jr.-Sr. High Schools (7-12)	25
Four-Year High Schools	43
Special Schools	63
Alternative High Schools	15
TOTAL	724

Last fall, statewide enrollment grew by 7,392 at a rate of 1.78 per cent. This is 4,514 less than the estimate. However, though growth is beginning to slow down, Utah is still feeling the full force of its impact. The number of kindergarten students who entered the system last year (37,466) continued to be roughly double that of our departing high school graduates.

Not surprisingly, Utah's 1985 dependency ratio, the number of dependents per 100 persons ages 18-64, stood at 83, higher than that of any other state in the country.*

Chart #3

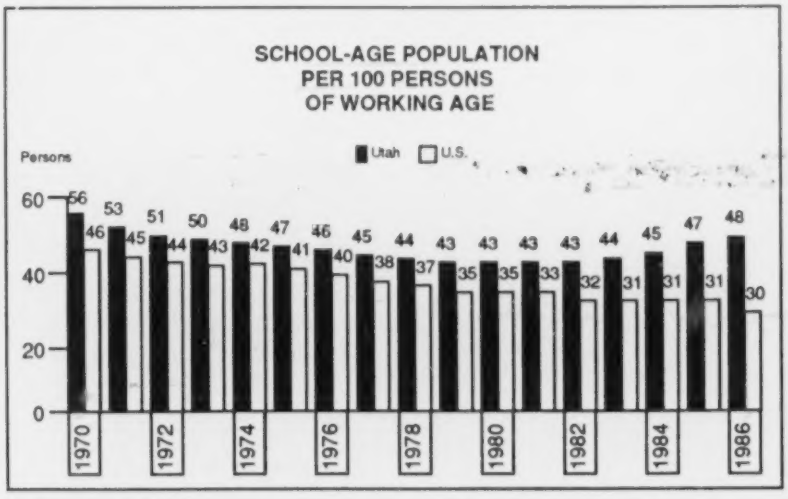
Chart #3



Whereas the school-age population per 100 persons of working age in the nation as a whole has been steadily declining since 1970, Utah's reached a plateau of 43 in 1979 and began to slowly rise again in 1982.*

Chart #4

Chart #4



*Some Economic and Demographic Facts About Utah, Governor's Office of Planning and Budget, 1987.

Chart #5

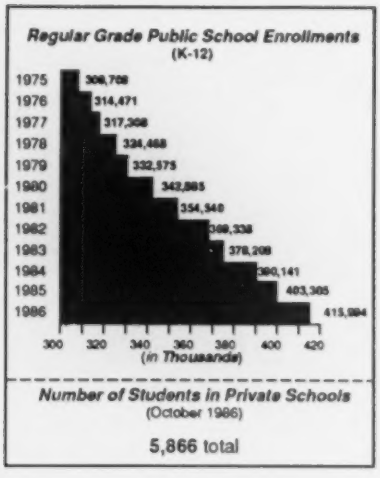
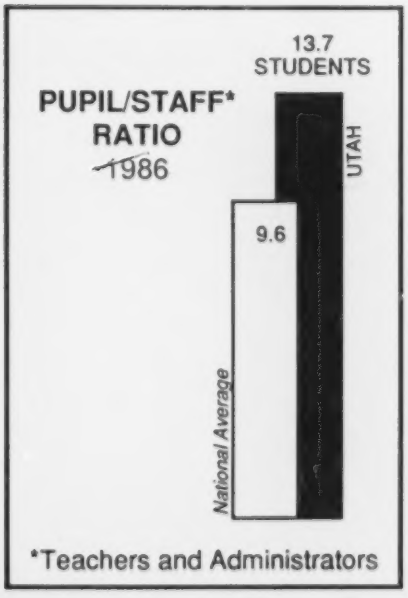


Chart #6

Number of Students by Racial Breakdown

American Indian or Alaskan Native	***5,633***
Black	***1,845***
Hispanic	***14,458***
Asian or Pacific Islander	***7,141***
White	***386,917***

Chart #8



INDICATORS OF GROWTH

1986-87 total public school enrollment (415,994) represented an increase of 100,000 in the past decade, reflecting Utah's surge of school-age population growth in the late 70s and early 80s.

Chart #5

In '86, 5,866 additional students, approximately seven per cent of Utah's school-age youth, attended private schools. Our largest age groups of students continue to be at the lower elementary level. This year's largest grade statewide was the second grade with over 37,000 students.

The racial make-up of our student population during 1986-87 continued to be predominantly white (386,917). The largest ethnic minority group was still Hispanic (14,458) followed by Asian or Pacific Islanders (7,141) and then American Indian or Alaskan Native (5,633). Blacks (1,845) represented the smallest percentage.

Chart #6

In 1986, Utah continued to have the nation's highest ratio of students per teacher (23.6)

Chart #7

and of students per total staff (13.7).

Chart #8

Chart #7

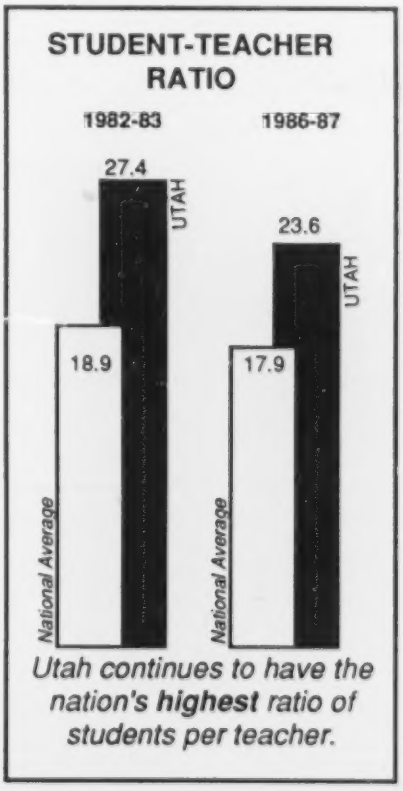


Chart #9

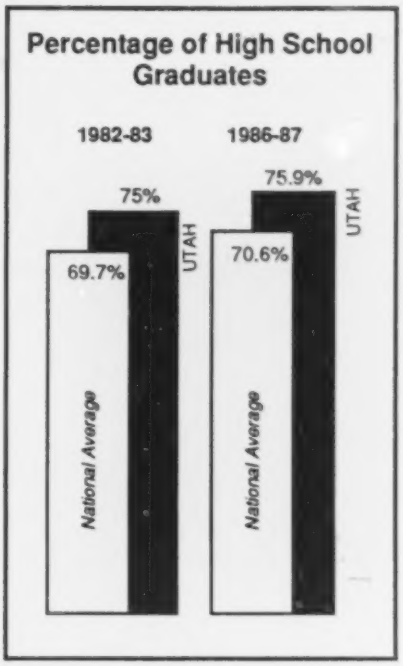
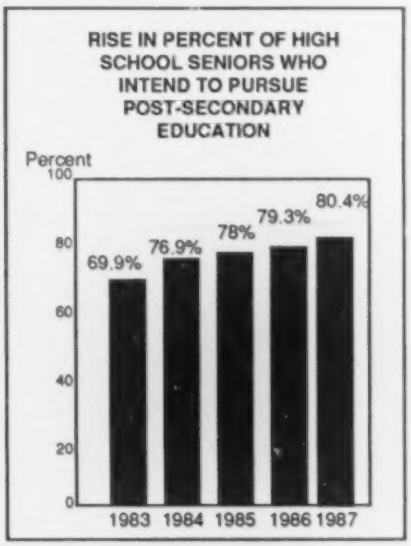


Chart #10



Class sizes of over 40 are not uncommon in crowded urban junior and senior high schools.

No state in the nation exceeds Utah in the per cent of its total population (25.89) that goes to school.* Last year, almost 76 per cent of our students graduated from high school compared to a national average of 70.6 per cent.

Chart #9

Since 1983, the number who intend to pursue post-secondary study has risen by over 10 per cent.

Chart #10

During 1986-87, Utah's public school system employed over 17,000 classroom teachers and 1,275 principals, assistant principals, media personnel, counselors, district superintendents, and other administrators directors, and professional staff.

Elementary school teachers, many of whom provide specialized services mandated by state and federal law, remained the largest group (about 9,500). Middle school teachers totalled about 1,500, and the remaining 6,000 served at the junior/senior high level. Men represented about 35.5 per cent of all personnel and women 64.5 per cent. The median age of all personnel was 41 years.

*Volume I: State Education Indicators, 1987, *Education in The States*, Council of Chief State School Officers.

Chart # 11

THE CORE

ELEMENTARY SCHOOL CORE
Grades K-6

Language Arts
Mathematics
Science
Social Studies
The Arts
Healthy Life Styles
Information Technology
(Computer Literacy)

MIDDLE LEVEL CORE
Grades 7-8
(12 Units of Credit Required)

Subject Area	*No. of Credits*
Language Arts	2.0
Mathematics	2.0
Science	1.5
Social Studies	1.5
The Arts	1.0
Info.Technology (Computer Literacy)	.5
Healthy Life Styles	1.5
Voc. Education	1.0
Electives	1.0

HIGH SCHOOL CORE
Grades 9-12
(24 Units of Credit Required)

Subject Area	*No. of Credits*
Language Arts	3.0
Mathematics	2.0
Science	2.0
Social Studies	3.0
The Arts	1.5
Info.Technology (Computer Literacy)	.5
Healthy Life Styles	2.0
Voc. Education	1.0
Electives	9.0

How are our students performing?

Utah's Core Curriculum promotes more and better learning by defining standards and supporting objectives for all required subjects at all grade levels. "A common core of learning," says the eminent education authority Ernest L. Boyer, "extends the knowledge and broadens the perspective of students by helping them learn about their human heritage and the interdependent world in which they live. The core is the study of those consequential ideas, experiences, and traditions common to all of us because we belong to the human family at a particular moment in history."*

The Utah Core calls for mastery of information, concepts, and skills in the critical subject areas of language arts, mathematics, science, social studies, the arts, information technology, healthy lifestyles, and vocational preparation, with provision for electives and concentration in areas of special student interest.

Chart # 11

The 1985-86 school year was the field trial year for the Core, a highlight of the State Office and school district study process which gathered input from 11,600 teachers and administrators, plus 250 others including curriculum directors and parents. Thirty-six of Utah's 40 school districts participated.

Schools are at various stages of full core implementation. State specialists have been working on a request basis in their areas of expertise. Inservice has ranged from basic introductions to specific core areas to intensive, week-long workshops for teacher training.

Emphasis on statewide assessment and having the graduation requirements in place for the 1988-89 school year has spurred interest in core implementation. Local districts have devoted both career ladder days and inservice funds to the task in recognition of their commitment.

During the next school year, districts will be developing three-to-five-year plans for full implementation of the Core and assessment of student progress. State Office staff will be heavily involved in carrying out a variety of inservice modes which include the use of technology, regional meetings, model sites, and educational service centers.

*Ernest Boyer, *High School, A Report on Secondary Education in America.*

Chart # 12

A Comparison of Previous and New Graduation Requirements for Utah Secondary Students

Old
REQUIREMENTS

Grades 7-9	Grades 10-12
16-18	15

Total: 31-33

New
REQUIREMENTS

Grades 7-8	Grades 9-12
12	24

Total: 36

Chart # 14

GROWTH OF STUDENT LOAD PER COUNSELOR 1983-1987

October Enrollment	Number of Full-time Counselors	Counselor/ Student Ratio
1982/83 145,413	331	1/439.4
1983/84 150,180	325	1/462.1
1984/85 152,876	339.7	1/450
1985/86 157,218	339.5	1/463.1
1986/87 162,647	342.3	1/475.2

HIGH SCHOOL GRADUATION

Utah's high school graduates are better prepared because, through action taken by the Utah State Board of Education in January, 1984, a minimum of 24 units of credit is now required for high school graduation, including a minimum of 12 units in core courses, grades 7-8, and 15 units of core courses and nine elective units in grades 9-12.

The earlier requirements assure better preparation for studies at the high school level. These requirements represent a significant increase over those of the past.

Chart # 12

Twenty-six Utah districts require an extra year of English while five districts have added an extra year of mathematics beyond the state requirements. Similarly, four districts have mandated an extra year of science, one an extra year of social studies, three an extra one-half year of healthy lifestyles, and one an extra year of vocational education.

As a result of the Core standards and increased requirements, the public school students of the Beehive State will be as well prepared to meet the educational challenges of the future as any of the youth in America. Utah has the nation's highest requirements in fine arts. No state requires more total credits than Utah, and only four states demand a greater number of specific course requirements.

Chart # 13

Chart # 13

COURSE UNITS REQUIRED FOR HIGH SCHOOL GRADUATION COMPARING UTAH WITH MOST OTHER STATES

	Mathematics	Science	Social Studies	English	Art or Music	Foreign Language	Vocational	Computer Literacy	Healthy Lifestyles	Electives
MOST OTHER STATES	2	2	3	4	0	0	0	0	0	6
UTAH	2	2	3	3	1.5	0	1	.5	2	9

STUDENT EDUCATION PLAN

An annual Student Education Plan (SEP) is required of all students in Utah's school system to make their thirteen years of public education as meaningful and helpful as possible in terms of their individual needs. The SEP, planned cooperatively and agreed upon by parents (guardians), the student, and school personnel, becomes the blueprint of a student's school work each year.

A student's SEP includes the Core Curriculum Standards as well as course choices that reflect his/her particular interests and needs. At the high school level, the plan identifies a subject area of concentration related to the individual student's career/post-secondary goal. This may involve a cluster of classes for college preparatory, high technology, vocational education, or job entry purposes.

Since 1982, the ratio of students per counselor in Utah's schools has steadily risen along with the overall rise in enrollment.

Chart # 14

During the same time period, only eleven counselors have been added on the secondary level, resulting in one counselor for approximately 500 students. This places a growing burden on counselors to provide adequate conference time to each student under their supervision. As a result of decreasing budgets, Student Education Plan efforts have declined during the past few years at schools where enrollment is high.

STUDENT DISCIPLINE

Research demonstrates that student discipline is directly related to successful learning, and more and more schools are implementing strong discipline policies that contain certain common elements. Members of the school community are actively participating in the shaping of policies that reflect local values and local needs. Misbehavior is defined so students know what kind of behavior is acceptable and what kind is not, and are able to assess the consequences. Schools are building partnerships with parents for support of good student discipline.

All districts in Utah have filed discipline plans with the State Office of Education, which is actively providing training in the areas of discipline and classroom management. In the past three years, staff have trained 5,792 teachers with 2,285 receiving follow-up assistance. In addition, over 2,000 parents have been trained in effective parenting skills. Major efforts to train all district professional employees by USOE staff have taken place in 17 districts.

OUTCOME-BASED EDUCATION

Outcome-Based Education is increasing student learning by focusing on and monitoring specific learning outcomes to assure systematic, sequential progress through the curriculum. This progress is based on verifiable mastery of each sequential skill and competency. More classroom time is spent on task. Teachers become students' allies in learning instead of their adversaries.

Outcome-Based Education (OBE) was introduced to Utah in the late 1970s and its concepts were taught through regional workshops and statewide events such as the Utah Rural Schools Conference and more recently the Institute for School Improvement. Implementation of some OBE elements, such as Mastery Learning, made such a difference that word spread rapidly and many schools began utilizing them.

State Board rules were revised for this year to provide more guidance to districts and to encourage more effective developmental activities including district and school master plans for school improvement. All Utah school districts are now involved in some form of OBE activity. Money is being used more effectively and is accomplishing more. The development of in-state trainers in the various concepts and skills needed for school effectiveness has been initiated.

Achievement gains using the OBE approach are impressive. For example, at Book Cliff Elementary School in Green River, the fifth grade has made an average gain of 2.80 years in four months of instruction, and the six grade 2.14 years during the same amount of time. During 1985-86, Petersen Elementary student scores rose nine percentile points in reading, 22 in math, and 24 in science. Fountain Green youngsters made a 30.99 point gain in eight months. A statewide assessment of OBE effectiveness is currently underway.

SCHOOL ACCREDITATION

Accreditation is growing as a respected and effective tool to assure uniformity of excellent school practices throughout the state. During the 86-87 school year, 79 elementary schools (approximately 20 per cent) and 67 junior high schools (approximately 62 per cent) were accredited by the Utah State Board of Education. The accreditation process generates pride in educational quality.

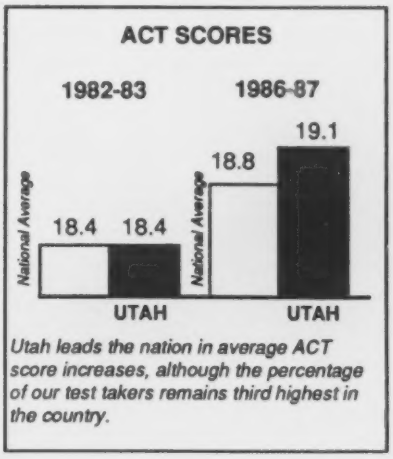
During 1986-87, 138 Utah schools were accredited by the Northwest Association of Schools and Colleges in the following categories: 15 elementary schools, six junior high/middle schools, 99 high schools, two K-12 schools, and 16 special purpose schools.

Accredited schools complete an annual report each year indicating how their program measures up to set standards. In addition, accredited schools must submit to full evaluation as they become accredited and once every 10 years thereafter. Twenty-four schools participated in the self-and-team evaluations during 1986-87. Approximately one-fifth of the accredited schools received on-site visits.

EDUCATIONAL ASSESSMENT

Assessment efforts will continue to be developed and implemented appropriately at the school, district, and state level. The State Board of Education's two-year operation plan contains an ambitious agenda of assessment projects. Among them are expanding of the existing Statewide Educational Assessment Program to additional grade levels; providing

Chart # 15



Utah leads the nation in average ACT score increases, although the percentage of our test takers remains third highest in the country.

Chart # 16

Utah and National ACT Standard Score Averages
1986 and 1987

TEST	UTAH		NATION	
	1986	1987	1986	1987
ENGLISH	18.7	18.6	18.5	18.4
MATHEMATICS	17.0	16.8	17.3	17.2
SOCIAL STUDIES	18.1	17.8	17.8	17.5
NATURAL SCIENCE	21.9	21.9	21.4	21.4
COMPOSITE/	19.1	18.9	18.8	18.7

Chart # 17

Percentages of Utah High School Seniors Who Have Taken Selected Specific Courses
1986 - 1987

COURSE	Percentage of Seniors Who Have Taken Course	
	1984	1987
ALGEBRA I	78.7%	87.8%
ALGEBRA II	48.2%	61.9%
GEOMETRY	48.3%	64.6%
TRIGONOMETRY	24.7%	31.9%
CALCULUS	8.4%	11.0%
APPLIED MATH	27.8%	25.2%
PHYSICS	14.2%	16.4%
CHEMISTRY	26.7%	33.6%
APPLIED SCIENCE	32.0%	33.9%
COMPUTER SCIENCE	28.0%	36.9%
HONORS/AP HISTORY	15.6%	19.2%
HONORS/AP ENGLISH	21.0%	26.6%
HONORS/AP MATH	10.1%	12.1%
HONORS/AP BIOLOGY	7.5%	9.2%
HONORS/AP CHEMISTRY	3.3%	4.8%

models, assistance, and training to enable all Utah school districts to prepare performance reports for distribution to the public and policy-makers; creating of tests and item pools to help Utah school districts measure student performance based on the Core Curriculum; and developing a system to monitor the statewide implementation of the Core Curriculum.

Student performance data is being shared by schools and districts in an effort to keep parents better informed of the progress of their students on a regular basis. Individual test results are being reported back to parents. School districts are also reporting district performance to patrons. Both efforts are enhancing the accountability of schools to the public and the availability of comprehensive and accurate records of student progress.

The Utah State Office of Education has developed a service which scores all of the major norm-referenced tests currently used by Utah school districts. The heart of the system is the student profile report which summarizes the performance of each student tested and describes how each student performed in relation to national norms. During FY '87, the State Office scored over 150,000 tests and generated related profiles for 33 school districts.

School district performance reports are being made avialable to the general public. This is enabling local districts to profile the performance of their students on such measures as norm-referenced testing and the American College Testing (ACT) Program. Among the districts which have taken the initiative in this effort are Jordan, Granite, Logan, Provo, and Alpine.

ACT TEST SCORES

1987 ACT scores for Utah students continue to reflect the positive trend of recent years. In 1987 results, Utah students scored higher than the national comparison group in English, social studies, natural science, and the composite score, but again fell below the national average in mathematics.

After attaining the nation's leading average ACT score increases from 1982 to 1985 and an additional rise in 1986,

Chart # 15

Utah found its 1987 results falling somewhat in all areas except natural science.

Chart # 16

National scores took a similar dive, perhaps partially due to the elimination of score weighting by ACT for the juniors and seniors taking the test.

Utah's recent decline may also relate to long-term funding and staffing patterns which tend to have a delayed effect, and to the added influence of Utah's large percentage of test-takers that is third highest in the nation (13,605 students or 62 per cent of the graduating class.) Our standing would be even higher if Utah results were based on a more selective group.

Utah female students taking the ACT in 1987 performed substantially better than males on the English section of the test. Utah males scored much higher than the females on the mathematics and science tests. The enrollment of young women in math and science classes continues to be lower, on a percentage basis, than that of Utah males in these course areas. This accounts for some of the substantial score differences noted in mathematics and science on the ACT.

1987 findings documenting the course-taking patterns of high school seniors demonstrate marked increases in five subject areas between 1984 and 1987.

Chart # 17

These areas are foreign language, history and social studies, mathematics, science, and art. Computer science was another area of dramatic increase where just under 44 per cent of the males had taken a class compared to 30 per cent of the females. Overall, results indicate that the new state graduation requirements have had a substantial positive impact on the course-taking patterns of Utah students.

In early results from the 1987 Utah Statewide Education Assessment, which involves testing of fifth and eleventh graders from randomly selected elementary and high schools across the state, Utah students achieved higher scores than their national counterparts in reading and language basic skills. In contrast to Utah performance on the ACT test, they also scored higher than the national norm in mathematics basic skills.

STUDENTS

How are we meeting special needs?

Chart # 18

Number of Students Served in **Special Education** by *HANDICAPPING CONDITION* (Ages 3-21) 1986-87

Intellectually Handicapped	2,746
Severe Intell. Handicapped	565
Specific Learning Disabilities	15,967
Behaviorally Disordered	10,689
Behav. Dis. Youth in Custody	43
Deaf	36
Hard of Hearing	207
Speech and Language	8,744
Mild Hearing	42
Orthopedically Handicapped	220
Other Health Impaired	268
Visually Handicapped	114
Severely Multiple Handicap.	1,234
Deaf/Blind	7
Autism	56
TOTAL	**40,938**

Services for At-Risk Students is a section of the newly organized Division of Operations of the State Office of Education and includes both Special Education students and those with other special needs. The Section includes professionals who are charged to coordinate all services for students at risk.

In Utah's schools, there are thousands of students who will not succeed without interventions which are tailored to their individual needs. They have characteristics which provide significant challenges for public education. Traditional teaching strategies will not suffice. What is needed is a comprehensive, coordinated approach for serving them which demands the full and integrated use of all programs and services.

The first major task of the Section is to serve as the core team to develop a strategic plan for services for students at risk. The State Board of Education has adopted several two-year goals to increase literacy, decrease drop-outs, and develop services for preschool students with handicaps which the Section will incorporate in its plan.

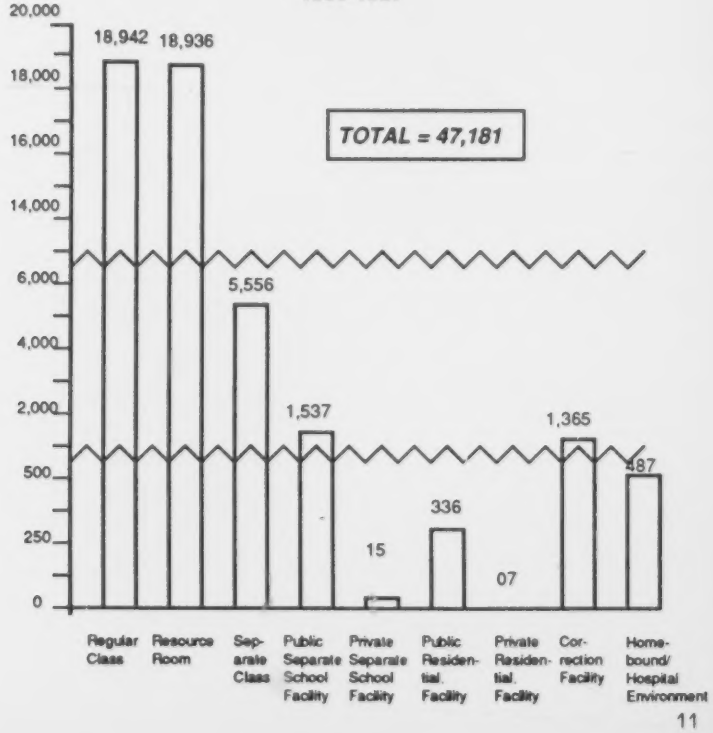
There are over 40,000 students in Utah who require Special Education and related services. These handicapped students live in all parts of the state. They are determined to be eligible for Special Education on the basis of certain categories of exceptionality.

Chart # 18

They are served consistent with an Individual Education Program (IEP) which is developed by a team consisting of parents, teachers, administrators, and, when appropriate, the student. The IEP contains goals and objectives which demand specific services. These services must be delivered in the least restrictive environment appropriate to that student's needs.

Chart # 18A

Number of Students Served in Special Education in DIFFERENT EDUCATIONAL ENVIRONMENTS (Ages 3- 21) 1986-1987



The present budget for Special Education includes $63 million of state funds and $13 million of federal funds. These funds are restricted in use for direct services to students with handicaps. State funds are distributed based on services actually delivered to each student. Federal funds are distributed on the basis of the number of students served in each district as well as by project proposals.

In 1986-87, four events occurred which will significantly affect the future of Special Education in Utah:

- Special Education certification standards were adopted by the State School Board and moved from categorical endorsements to non-categorical. The two new endorsements are mild/moderate and severe. Endorsements for teachers of the hearing impaired and the visually impaired will remain in effect.
- The State Board of Education adopted a Master Plan for Services for Students with Hearing and/or Visual Impairments that describes a comprehensive set of directions for refining and developing services for these students with special needs.
- The Board agreed to accept responsibility for the education of preschool students with handicaps starting with the school year 1988-89. This acceptance has set into motion comprehensive planning strategies to prepare for this new challenge for public education in Utah.
- Special Education is now part of a broader-based section which was organized to coordinate the services for all students at risk, not only because of physical or mental handicaps but also due to special social or vocational needs.

YOUTH IN CUSTODY

Utah's Youth In Custody Program provides for the education of youth under 21 years of age who are in the custody of a state agency through a directive from the Legislature to the State Board of Education. Additionally, legislation and state standards mandate the establishment of a state advisory council and of local advisory councils and indicate that youth are to be served in the least restrictive environment.

The Utah Coordinating Council for Youth in Custody met ten times in 1986-87 to recommend policies and budget procedures, and 22 districts participated in direct funding of services to youth in custody. Each program was supported by a local advisory council to facilitate regular communications, to identify youth in need, to assess student needs, to plan and coordinate community resources, and to review annual grant award applications.

The local planning document is called a Comprehensive Student Service Plan. Local councils are generally composed of representatives from the Division of Family Services, Office of Community Operations, Division of Youth Corrections, juvenile court, and education agencies. Most of the 22 councils also involve other community representatives. Minutes of both state and local advisory council meetings are shared to assure open dialogue.

Instruction is based on an Individual Student Education Plan which is part of the Comprehensive Plan. Services range from group instruction in secure lock-up facilities to group instruction in non-secure facilities, to partial integration into regular schools, and full enrollment in the local regular programs with supplementary tutoring and/or counseling services.

Since 1984, enrollment in non-lock-up facilities has risen 14.1 per cent; total enrollments have risen 346 per cent; units of credit earned have risen 167 per cent; total legislative funding has risen 29.4 per cent; and cost per enrollment has fallen 37.4 per cent.

Increased instruction at the local level in non-secure facilities is expected to reduce the cost per unit of instruction. The Youth In Custody Program provides effective and coordinated service and instruction to a continually increasing number of youth at a continually decreasing unit cost and is designed to address their changing future needs.

EDUCATIONAL EQUITY

Educational Equity Coordination is committed to an appropriate education for all persons as a fundamental axiom of our democratic way of life and an effective instrument for social and economic progress. Education is a principal means of increasing and developing the worth of an individual. The induction of all students into a larger U.S. society and their preparation as effective, productive citizens is vital.

Through the Educational Equity Unit, the State Office of Education assumes a leadership role in the educational thrust throughout the Utah school system to provide equitable, quality education to each and every student. It works to insure that no person on the basis of race, color, national origin, sex, religion, age, or handicap is denied the benefits of educational equity.

The Unit provides leadership and assistance to local school districts, school patrons, community organizations, and other constituencies on educational equity, multicultural education, human relations, and Indian education. It monitors Title IV CRA Desegregation (national origin, race, sex), Title V and State Bilingual Education, Emergency Immigrant, Transition Program for Refugee Children grants, and is the state education compliance monitoring agent for Title VI, Title IX, Section 504, and FEP (fair employment practices) which includes equal opportunity and affirmative action.

One of the primary objectives this past year has been to encourage local school districts, institutions of higher learning, and the parent community to work as coalitions to develop more effective networks in the development and delivery of educational programs and services to the under-represented student minorities and their parents.

MIGRANT EDUCATION

The Migrant Education Program became a part of Title I of the Elementary Secondary Education Act in 1986 and has been conducted as a part of Chapter 1 of the Education Consolidation Improvement Act. This program is designed to serve the children whose families are engaged in agricultural and fishing activities. The needs of migrant students have been traditionally met through special school programs that have been established in districts with high concentrations of agricultural work. These programs emphasize instruction in the basic skill areas such as reading, mathematics, and language arts, and to a lesser degree science, social studies, art, music, and physical education areas. Programs have stressed parental involvement and input to the extent possible, and documentation of student progress to assure that students receive maximum educational opportunity as they move from state to state. Recruiters and other Migrant Education personnel have explained the program to parents and assessed the needs they feel their children have. During 1986-87 the Migrant Program served approximately 824 students K-12.

SUPPORT SERVICES

What do they provide?

Support services play a vital role in the process of providing quality education to the students of Utah. Without these essential and necessary services, the primary obligation of our public schools as facilities for teaching and learning would not be properly fulfilled, and our educational system would fail to exercise its overall responsibility to the young people of our state.

CHILD NUTRITION

Child Nutrition Programs provide acceptable, high quality, nutritionally balanced meals to the children of Utah, recognizing that a properly balanced diet is essential to the physiological and mental well-being of developing youngsters. A direct link has been proven between good nutrition and successful learning.

The State Office of Education acts as liaison between the federal regional office in Denver and Utah's school districts, institutions, and day care facilities which participate in the programs. Efficient program operation is achieved through interaction with program administrators, superintendents, school business officials, principals, and school food service personnel. Federal, state, and local funding combines to help support Utah's Child Nutrition Programs.

Chart # 19

SOURCE OF FUNDS - CHILD NUTRITION PROGRAMS 1986-87

PROGRAM	FUNDING SOURCE	AMOUNT
Lunch	Federal	$19,915,948
	State	8,608,791*
Breakfast	Federal	548,929
Child Care Food Program	Federal	5,629,048(CILO)**
		89,609
SFSPFC (Summer)	Federal	84,723
Special Milk	Federal	24,253
Commodity	Federal	9,878,865
Student Payments/Other	Local	28,500,000
GRAND TOTAL		**$73,280,166**

*Includes Social Security and Retirement Benefits; **Cash-In-Lieu-Of

Leadership and technical assistance are offered for the School Lunch Program, School Breakfast Program, Child Care Food Program, Summer Food Service Program for Children, Special Milk Program, Food Distribution Program (Commodity), and for Nutrition Education and Training, in accord with regulations of the U.S. Department of Agriculture.

During 1986-87, 225,000 meals were served in Utah schools every school day—a total of 40,500,000 for the school year. Free lunches were 22½ per cent of the total and reduced price lunches accounted for 10 per cent of the total. Students are eligible for free and reduced price meals based on household income that meets federal eligibility guidelines.

The State Office of Education seeks to expand Child Nutrition Programs to non-participating schools and institutions and is expanding monitoring services to assure that their quality and cost-effectiveness continue to improve. All schools except six, which have a very small enrollment, participate in the School Lunch Program.

PUPIL TRANSPORTATION

School bus transportation is provided to elementary students who live one-and-a-half miles or more from school and to secondary students who live two miles or more from school. Pupil transportation services are offered through the leadership of the State Office of Education in cooperation with local school districts. Safety and economy are top priorities as are regular vehicle inspections and driver inservice programs.

School transportation personnel work closely with enforcement agencies, the Utah Highway Safety Department, local school districts, local agencies, PTA, and community patrons in planning and organizing training programs for effective school bus operation in the state, supervising the operation of pupil transportation systems in school districts, and implementing a statewide information system for pupil transportation, statistics, cost accounting data, accident data, and bus inventory and financial information.

During the 1986-87 year, 2,203 Utah school bus drivers drove a total of 17,645,969 miles to transport 153,310 students to and from schools. Utah is proud of its school bus safety record. There was only one pupil transportation fatality last year, due to a motorist-related violation of the law that requires all vehicles to stop when the red lights of a school bus are flashing.

How fast are students moving through the system?

As more and more students move through the Utah public schools, each with his or her unique capabilities and interests, our system is growing more responsive to the potential of many students to progress at a more rapid pace than the average and to the cost-saving opportunities which exist by providing programs which encourage more efficient use of the high school years.

Chart # 20

STUDENT ADVANCED PLACEMENT

Participation per 100,000 Population

#1	UTAH	421	480	543
#2	NEW YORK	249	265	293
#3	SOUTH CAROLINA	220	249	282
	NATIONAL AVERAGE	123	139	162

ADVANCED PLACEMENT

The Advanced Placement (AP) Program is the primary means by which high school students can accelerate the pace with which they move through the school system. AP enables secondary students to complete college-level courses in 14 fields while still attending high school. Utah is recognized as the leading state in the number of students taking Advanced Placement examinations.

Chart # 20

Since 1983-84, the number of Advanced Placement examinations taken by Utah students has steadily increased. This program is one of our most cost-effective means of encouraging and validating the outstanding academic achievement of our students. The cost per examination is declining because of the increasing number of examinations passed.

Chart # 21

Utah Passing Rate and Cost per Exam

ADVANCED PLACEMENT EXAMINATIONS

	1983-84	*1984-85*	*1985-86*	*1986-87*
EXAMS PASSED	**3,148**	**4,097**	**4,752**	**5,374**
EXAMS TAKEN	**4,695**	**6,148**	**7,010**	**7,970**
% PASSED	**67.1%**	**66.6%**	**67.8%**	**67.4%**
$ PER EXAM	**$96**	**$174**	**$156**	**$140**

Advanced Placement examination scores for Utah students in both visual arts and music exceed those of the average AP student in other parts of the nation, perhaps as a result of the fact that Utah requires one-and-a-half years of the arts for high school graduation, more than any other state. Our math standing is also strong, a source of satisfaction in light of the consistent pattern of our ACT math scores to be lower than those in English, social studies, and natural science.

CONCURRENT ENROLLMENT

Concurrent enrollment is another way in which Utah's outstanding high school students can move more rapidly through our school system by enrolling in college courses prior to high school graduation for credit toward both high school graduation and full college matriculation.

During the 1986-87 school year, 1,852 students participated in all nine of Utah's public institutions of higher education at an amount 37 per cent below what the same amount of credit would cost if earned at a college or university.

Senate Bill 228 mandates that the State Board of Education and State Board of Regents permit high school graduation at the completion of the 11th grade and college credit courses to be taught at the 12th grade level. However, the Joint Policy on Concurrent Enrollment of High School Students in College Courses, adopted by both boards, has been neither uniformly understood nor uniformly implemented.

As a result, a Committee on Concurrent Enrollment was formed in the fall of 1986 by the State Board of Education and State Board of Regents to redesign the policy to meet the needs of the high schools and the colleges and universities in the state.

The Liaison Committee of the two governing boards recently gave this policy their unanimous approval and are recommending that a task force representing both public schools and the institutions of higher education coordinate concurrent enrollment activities.

GIFTED AND TALENTED PROGRAMS

Programs for gifted and talented students have improved significantly in some school districts over the past several years. However, districts still have very few formal programs for these students. The approximate number of formally identified gifted and talented students for the school year 1986-87 was 10,450 or two-and-a-half per cent of Utah's total student population.

The large majority or 95 per cent of them are served in nine school districts on the Wasatch Front. Funding for Gifted and Talented Programs as a line item in the State Board of Education's budget for the 1987-88 school year will lend more stability to the funding and also be an incentive to plan, develop, and implement programs of some type in all school districts in the state.

The Seventh Annual World Conference on Gifted and Talented Children, held in Salt Lake City last August, drew over 1,800 participants and was supported by public schools, institutions of higher education, and private business and industry. The Ninth Annual Intermountain Gifted and Talented Conference was jointly sponsored by Utah State University, the State Board of Education, and Davis, Granite, Jordan, Murray, and Salt Lake City school districts. These were among the highlights of 1986-87.

EXTRA CURRICULAR ACTIVITIES

How do they help students succeed?

Participation in extra-curricular activities is regarded by both public schools and educators at the college and university level as an important component of education that teaches social skills, good sportsmanship, and the ability to get along with one's peers. University admissions officers consider an applicant's record of extra-curricular activities as a meaningful predictor of academic success. Participation in such activities has proven to be a reliable sign of a healthy, balanced outlook and of the social adjustment that enables students to productively channel their energies. Extra-curricular activities are important to the lives of Utah students.

Chart #22

Student Participation in Utah High School Activities 1986-87

Activity	Total Participants
Baseball	2167
Girls Basketball	1980
Boys Basketball	3245
Girls Cross Country	575
Boys Cross Country	1160
Debate/Forensics	3814
Drill Team	1751
Football	7495
Golf	832
Gymnastics	415
Music	12430
Soccer	1656
Girls Swimming	727
Boys Swimming	933
Girls Tennis	789
Boys Tennis	972
Girls Track	2243
Boys Track	3471
Volleyball	2096
Wrestling	2977
Total Student Participations	**51,728**

HIGH SCHOOL ACTIVITIES

During 86-87, 51,728 boys and girls participated in 20 different sports activities sponsored by the Utah High School Activities Association (UHSAA). *Chart #22*

The organization also sponsors forensic/debate, music, drill team, and drama competitions. This means that nearly half of Utah's student population directly participates in these activity programs, not counting those who serve as spectators or fill other support roles. A major portion of the UHSAA's revenue is reinvested through returns from gate receipts and other sources. The Association is presently completing two studies. One will determine if the number of activities is appropriate and may well result in reduction. The other concerns the realignment of competitive classifications.

Utah students receive a variety of awards and other recognitions, not only in athletics, debate, music, and drama, but also in foreign language, healthy lifestyles, language arts, mathematics, science, social studies, visual arts, and vocational education. The State PTA Reflections Program provides elementary and secondary students opportunities to gain recognition at district, state, and national levels through visual arts, musical composition, photography, and creative writing.

PERFORMING ARTS ORGANIZATION PROGRAMS

School programs by Utah's performing arts organizations provide an added dimension to education that stimulates the imagination of students and helps them conceptualize and communicate their ideas. Each year, Ballet West, Hansen Planetarium, Utah Opera Company, and the Utah Symphony provide performances and presentations at schools throughout the state that reinforce the existing curriculum and provide beneficial activities which otherwise would not be possible.

Chart # 23

The Utah Arts Council contributes an added dimension through its Artists-in-Residence Program and through traveling visual arts and artifact exhibits.

PERFORMING ARTS ORGANIZATIONS IN THE SCHOOLS 1986-87

ORGANIZATION	NUMBER OF PARTICIPATING STUDENTS	NUMBER OF PRESENTATIONS & PERFORMANCES
Ballet West	47,070	81
Hansen Planetarium	93,292	1,753
Utah Opera Company	59,738	127
Utah Symphony	62,700	57

STERLING SCHOLAR PROGRAM

Utah's Sterling Scholar Program was initiated over 20 years ago in recognition of high academic achievement by high school seniors and to provide scholarships to Utah colleges and universities for deserving students. Sponsored jointly by a variety of organizations, including KSL Television/Radio and the Deseret News, the competition is held in the spring of each year in the state's five major geographical regions.

Sterling Scholar nominees are judged in English/Language Arts, Social Studies, Foreign Language, Visual Arts, Home Economics, Science, Mathematics, Music, Vocational Trades, and General Scholarship categories. State Office subject matter specialists have customarily participated in the final judging process in each region to contribute their experience and expertise, encouraging our young people to excel and bring prestige to the student participants, the local school districts, and the State Office of Education. Nominees are judged on the basis of 25 per cent leadership, 25 per cent citizenship, and 50 per cent scholarship.

How qualified are our teachers?

A sound certification procedure is providing Utah with an excellent system of monitoring the quality of school instruction and administration. From the admission of prospective teachers into college/university programs to the awarding of the Standard Certificate, the Utah State Office of Education monitors quality and performance. Recent refinements in our computerized certification system allow for timely and accurate record-keeping without losing the human touch.

Utah's certification system is designed to assure that competent and qualified individuals enter the profession and that students are being served by individuals who will not harm them physically, intellectually, emotionally, or developmentally. This assurance comes through an educational process that includes observation of the candidate in both academic and practical settings.

During 1986-87, 1,870 teachers were granted certification by Utah's six preparing institutions. Of this number, 861 were employed in Utah with 255 hired elsewhere in education positions for a total of 1,116. The number of transfers between districts totalled 288. This includes 130 men and 158 women. One-hundred-and-seven transfers were at the elementary level, nine at the middle school level, 164 at the secondary level, and eight at the district-wide level. The critical need continues to be Special Education where 112 authorizations were granted last year by the State Board of Education to districts where fully qualified instructors were not available.

All teachers must teach in their areas of subject matter endorsement by 1988-89. In order to assist experienced educators to fulfill this requirement, the State Board approved a process for educators to demonstrate their competency in areas where they have knowledge and teaching experience in lieu of taking college and university courses of study.

So far, 698 teachers have been evaluated with 475 endorsements being granted in shortage areas such as math and science. Recent data on the education and employment of ethnic minorities indicate that Utah is making significant strides in attracting individuals of varying racial and ethnic backgrounds to the teaching profession.

Chart # 24

Chart # 24

RECENT ETHNIC MINORITY ENTRANTS TO THE TEACHING PROFESSION

	Teachers	Administrators
American Indian	93	5
Black	41	5
Asian	136	8
Hispanic	221	19

TEACHER PREPARATION

Teacher preparation received added attention last year when a joint committee of the State Board of Education and the State Board of Regents addressed "How Teachers Should be Educated in Utah." Among the committee's recommendations were:

- Teacher education graduates at the secondary level should have majors and minors that correspond to Core subject matter.
- Professional education courses must be intellectually challenging and useful.
- Some of the teacher education institutions should be encouraged to develop teacher education programs at the graduate level.
- Colleges/universities should identify, evaluate, and reward a commensurate number of faculty in the academic disciplines.
- The Career Ladder Program should encourage career teachers to act as mentors for prospective and new teachers.
- Colleges/universities and school districts should collaborate to create exemplary school sites for student and faculty learning.
- Clinical preparation should exhibit the elements that have been shown to characterize effective programs.
- Schools/colleges of education should assume primary responsibility for the delivery of effective preservice teacher education programs.
- Procedures should be established to permit colleges and universities to provide alternative certification programs.
- Teacher education programs must be funded to deliver a curriculum with the essential elements of professional preparation.

High standards for selection and retention of prospective teachers have been adopted by the state's teacher training institutions.

Chart # 25

Some have already instituted a basic skills test for prospective teachers. Most institutions are also considering ways to assist their graduates during the first year of teaching. Much more needs to be done, however, if colleges/universities and school districts are to work cooperatively to insure the success of the beginning teacher. Funds will have to be generated to provide for an appropriate mentoring system combining the talents of college/university and district staff.

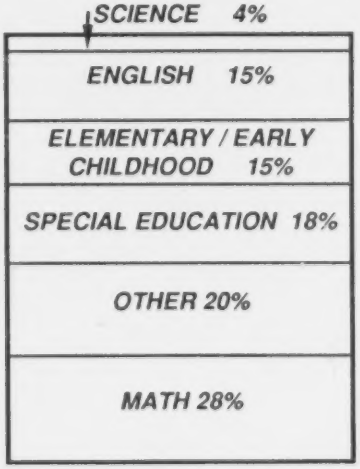
Chart # 25

Comparative Data Regarding **Teacher Education Majors**: *Acceptance Criteria and Profile of Graduates* 1986-87 Academic Year

INSTITUTION	MINIMUM GPA	MEAN ACT OF MAJORS	MEAN GPA ADM MAJORS	MEAN GPA BS/BA GRADS
Brigham Young	2.70	22.3	3.10	3.14
Southern Utah State College	2.75	21.7	3.20	3.25
Utah State University	2.50	20.3	3.06	3.26
University of Utah	2.70	20.8	3.02	3.26
Weber State College	2.75	20.4	2.86	
Westminster College	2.75	18.0	3.54	

Chart # 26

TEACHING AREAS Indicated by Scholarship Recipients 1986-87



TEACHING SCHOLARSHIPS

Teaching scholarships make a vital contribution to the quality of teaching in our public schools. In recent years, large numbers of highly motivated students possessing excellent academic skills have entered our teacher education institutions, eager to earn teaching certificates in areas of shortage such as mathematics and special education.

Chart # 26

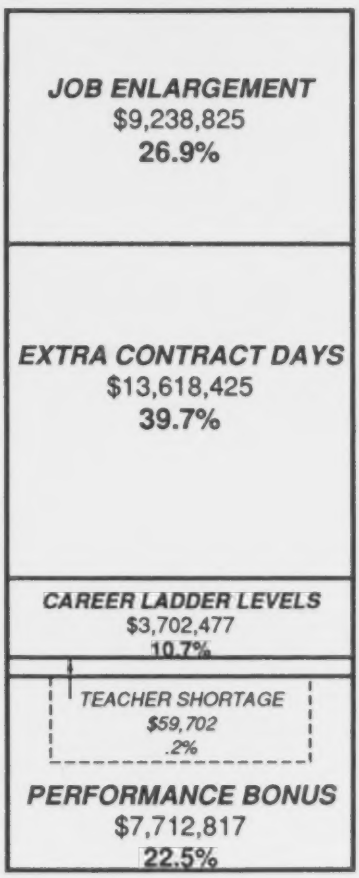
The Utah Career Teaching Scholarship, for example, has provided students from 75 per cent of our school districts with the opportunity to earn teaching credentials through tuition waivers for up to four-years.

This year, 82 students received the Utah Career Teaching Scholarship. There are about 365 scholarships active at any given time. All are awarded on the basis of scholarship (ACT/GPA), subject area need, economic need, potential teaching ability, and ethnic minority background. The program offers a special bonus for exceptional students through the Premier Scholarship. Twenty of these are available and recipients are given $3,000 a year in addition to a waiver of tuition and fees. These fortunate students are also required to declare their intention to certify in areas of critical need.

A new program is the Robert C. Byrd Honors Scholarship which provides $1,500 for the first year of college study. There are no restrictions with regard to institution or field of study. Scholarship is the sole criterion for the award. Another major scholarship program, the Congressional, is administered by the State Board of Regents. It consists of a cash grant of up to $5,000 per academic year and recipients are obligated to teach two years for every year of scholarship funding received.

Chart #27

CAREER LADDER
Dollar and Percent Allocations
1986-87



PRINCIPALS ACADEMY

The Utah Principals Academy, now in its fourth year, has developed a reputation among Utah's school administrators for providing quality professional development activities. All of the Academy's efforts are focused upon improving the instructional leadership skills of principals, a set of responsibilities which are increasingly thrust upon them as school leaders.

Academy programs have reached large numbers of Utah principals. Approximately 160 principals have been involved as fellows; more than 300 principals have participated in seminars; nearly 15 school districts or regional service centers have developed local inservice programs with cluster grant support; and many of the several hundred new principals for 87-88 are participating in discussion networks about their new responsibilities.

The Academy has also been supportive of several professional organizations and inservice/conference efforts. With the decline in budgets, the Academy has aggressively pursued collaboration among agencies and organizations with responsibilities for principal inservice. Such collaborative efforts hold significant promise for innovative professional development strategies in the future because of their holistic, integrated approach.

TEACHER CAREER LADDERS

Career Ladders are making a major difference in the quality of instruction in Utah's classrooms. Designed to reward excellence and provide extended contracts for educators and differentiated staffing, our Career Ladder system allows for local involvement and control that enable each school district to modify its compensation system in ways that improve teacher performance and retention.

Chart #27

During 1986-87, Utah's third Career Ladder year, the program was operating in all of the state's 40 school districts. Career Ladder funds are the only ones allocated by the Legislature that require an increase in instructional productivity and student progress accountability.

Utah's Career Ladder System continues to be recognized as one of the most effective of its kind in the nation. Teachers are not turning to administration, part-time employment, or other professions to earn enough money. Career ladders are making teaching a true profession in which responsibility, salary, and prestige increase over time.

During the past year, for example, a Box Elder school rewarded superior teachers with a $500 performance bonus. A Salt Lake school awarded 16 teachers with Career Ladder status. Teachers at a Washington District school earned up to $2,000 in job enlargement stipends for writing new curriculum, teaching advanced or specialized classes after school, and working on new and creative classroom innovations.

In June, 1987, the Utah State Board of Education contracted with Far West Laboratory for Educational Research and Development to evaluate the state's Career Ladder System. Preliminary findings indicate that Career Ladders are a major reform that is affecting school climate in a powerful way. Teachers and principals are beginning to view their work differently as they redefine professionalism and share leadership responsibilities in the schools.

An interim report of the evaluation found strong agreement among teachers and principals that Career Ladders have improved teacher morale, the overall instructional program, opportunities to develop curriculum, and understanding of the teacher evaluation process. It recommends multi-year full funding of the system and sustained district-level flexibility within overall state guidelines.

TECHNOLOGY

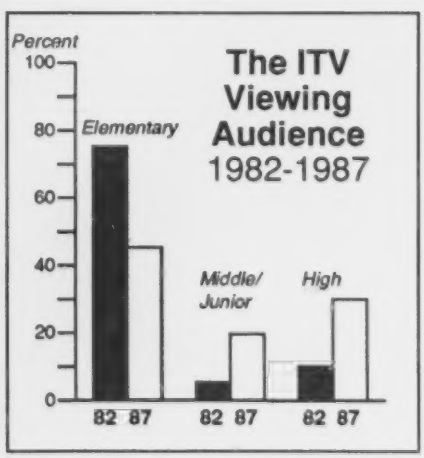
How are our schools keeping up-to-date?

An Education Technology Study was authorized by the State Board of Education last summer and conducted in cooperation with IBM Corporation to develop recommendations for enhancing the quality, equity, and efficiency of Utah's education system through the use of technology. To accomplish this, a study team comprised of educational leaders, business administrators, and building and classroom practitioners interviewed over 100 educators throughout the state to learn of their ideas, problems, and recommendations.

As a result, the State Office of Education is leading a comprehensive effort to train teachers and other educators in more effective use of computers and to further enhance the potentialities of technology for both classroom instruction and clerical tasks. Utah's public school system is actively engaged in moving forward to utilize the technological capabilities of our rapidly evolving Information Age.

Nowhere may the potentialities of technology be more vast than in education, the merging of teaching and learning. Among future applications Utah is contemplating are alternative teaching configurations, interactive video, information accessibility, hypothetical simulation, and artificial intelligence.

Chart # 28



INSTRUCTIONAL TELEVISION

Utah's instructional television schedule covers all grade levels K-12 and consists of 87 series and 1,533 programs. Two live broadcasts air daily: AP English from Richfield, and Functional Computing from Roosevelt. Two telelearning projects are aired via satellite to remote sites: Foundations I (Visual Arts) from Roosevelt and Driver Education from Richfield.

There are five series produced about Utah to meet the Core standards, and programs about the arts, foreign language, health education, language arts/literature, mathematics, science, and social studies. Instructional television is a valuable classroom tool made possible by a state appropriation to KUED, Utah State Office of Education In-Kind Assessment Funds, and assessment to the districts of only 20 cents per student.

Over the past five years, as our viewing audience has become more aware of the value of instructional television, usage has risen substantially. An effort was made to upgrade programming in science and social studies. Since that effort, an increase in the secondary level audience has occurred.

Chart # 28

This was accomplished by selecting material that correlates with the core, working closely with media departments, and setting a Monday block schedule to facilitate taping by schools for immediate use.

It is the goal of the Utah State Office of Education to work with the school districts to determine what topics would be best utilized in instructional television on a statewide basis. Some of these already identified are Special Education, vocational education, and further productions on Utah history and Utah culture. Since teachers are not always competent in all areas of programming, inservice training should be a major thrust.

COMPUTER-ASSISTED INSTRUCTION

Computer-Assisted Instruction is happening in some form or another in every school district in Utah. The Information Technology Core Curriculum has given districts a beginning framework from which to define their needs and goals. Math drill and practice, certain chemistry dry lab environments, foreign languages, and science are but a few of the ever-expanding, cost-effective functions that can be performed by computer technology.

There is no question that computer-assisted simulation and modeling capabilities often exceed the ability of the teacher to provide similar functions or opportunities in the classroom without them. Today, teachers can simulate the massive problems of operating a city government, for example, wherein numerous variables can be manipulated and outcomes generated, or of running a business that requires skill and expertise that can be learned as students make simulated decisions and respond to simulated crises.

Computer-Assisted Instruction and related technologies offer the potential of enabling a teacher to teach more students, expand instructional experiences for students, and enhance their opportunities for personalized, individual education.

DISTANCE TELELEARNING

Distance telelearning is receiving positive support from the State Office of Education. Students involved are performing as well or better than those in traditional classrooms. For the first time, some rural communities are attaining educational equity through course offerings which were not previously available.

Distance learning models utilize hand-picked master teachers who provide a high level of instructional quality. Using one such instructor to teach multiple classes via television simultaneously offers major savings while enhancing instructional excellence.

Several schools in northeastern Utah are connected by a combination of broadcast television, microwave television, and audio/graphic phone line delivery; the Uintah Basin Area Vocational Center is cooperating in broadcasting two telecourses throughout the state on KUED TV; schools in Wasatch District are sharing classes with Pennsylvania using sophisticated audio/graphic phone lines; in the southeastern corner of the state, four schools in remote locations are sharing several classes using microwave television; several schools in remote locations in the western Utah desert are linking together using audio/graphic phone lines; and a remote high school in Carbon District is connecting to a high school in Price and to the College of Eastern Utah using microwave television.

In June, 1987, the Utah State Board of Education directed the State Office staff to prepare an implementation plan for distance learning. This may lead to a statewide action plan to share technological resources and expertise to help meet the increasing demand for educational excellence at a time of limited resources.

How do our schools contribute?

Utahns have valued education since the pioneers arrived in the Salt Lake Valley in July, 1847. By October of that same year, the first school in Utah had been established and by 1852, there was one in every settlement. By the time Utah became a state in 1896, the framework of a public school system was in place. School buildings had become natural centers not only for learning but also for religious services, for theater, for social events such as dances, and even for town meetings.

Today's schools still fulfill this role, nourishing the fundamental, conservative values that have contributed so much to our quality of life: respect for hard work, for self-reliance and dependability, and for a healthy lifestyle and high moral standards; and respect for the arts as a basic component of education that fosters self-discipline, creativity, and an appreciation of beauty.

Beliefs such as these are the very essence of our cultural heritage. Its transmission is one of the most basic responsibilities of our educational system. Through it, as they progress from one level of schooling to the next, our young people acquire a real sense of their own identities, and understanding of who they are in relation to the world. This is a legacy to be passed along to each new generation of students as they prepare to confront, as their forefathers did, the challenge of the unknown.

LAW-RELATED AND CITIZENSHIP EDUCATION

Law-Related and Citizenship Education is preparing our students to be responsible, law-abiding citizens by increasing their knowledge and understanding of patriotism and American democratic principles. It does this through such programs as "We The Students" about the significance of the Constitutional Bicentennial and by circulating curriculum materials on values, ethics, and citizenship and implementing the law-related objectives found primarily in the Social Studies Core.

In addition to the Law and Citizenship (K-6), United States History (7-8), and Law and United States (9-12) curricula, students participate in a variety of programs such as the Statewide Mock Trial Competition and the Mentor Program that offer direct contact with our court system, with law firms, and with the legislative process and are designed to give them a firsthand understanding of our governmental and legal system, and an appreciation of our freedoms.

The Law-Related Statewide Clearinghouse, a lending library at the State Office, has increased its inventory for circulation approximately 35 per cent. A significant number of Bicentennial and Constitutional curriculum items of all types were purchased, and circulation throughout the state has increased from 2,000 to 2,500. The library has become a natural and significant resource for teachers of citizenship, economics, law-related education, and values education.

ALCOHOL, DRUG, AND TOBACCO PREVENTION

Alcohol, Drug, and Tobacco Prevention Education is designed to assist students in acquiring the essential life skills and factual information they will need to make healthy and responsible choices about the use of alcohol, tobacco, and other controlled substances. It is mandated by Utah law and included by the State Board of Education in the Healthy Lifestyles Core Curriculum for public school students at every grade level.

Utah's prevention education program represents a partnership among state and local education, alcohol and drug, and health agencies. Legislative funding through the State Division of Alcohol and Drugs enables the State Office of Education to provide curriculum materials and local alcohol and drug agencies to provide intensive teacher inservice training at no cost to the schools.

The immediate goals of the program include student self-esteem, knowledge, and healthy life skills such as coping and communication, social responsibility, and resistance to persuasion skills. The long-term goals are to prevent or reduce substance abuse and the intent to use substances. Family and community involvement are encouraged as integral components of the prevention education program.

Utah's program is being implemented in all 40 school districts. During fiscal year '87, approximately 1,600 teachers completed the intensive three-day inservice training conducted by district/county alcohol and drug agencies to prepare them to teach the curriculum, bringing the total number of teachers trained statewide since 1983 to over 7,600. Approximately 187,000 students are reported to have received instruction in their classrooms during the 86-87 school year.

In addition, the State Office of Education sponsored the Third Annual Training of Trainers and Networking Conference for the approximately 120 trainers who conduct the teacher inservice sessions statewide. An ongoing evaluation of the program's effectiveness indicates a significant positive impact on students who received the program in both the sixth and seventh grades. Accomplishments include increased self-esteem, increased knowledge of substances, better ability to resist peer pressure, less tendency to rebellious behavior, and a slower rate of initiation to alcohol, tobacco, and marijuana use.

With the passage of the Omnibus Anti-Drug Abuse Act of 1986, additional funding will be available to Utah's schools over the next three years under the Drug-Free Schools and Communities Act. Beginning July, 1987, $895,326 was distributed on a per-capita basis through entitlement grants to our 40 school districts. The State Office of Education will provide technical assistance and support to the school districts throughout the three-year period.

ECONOMIC DEVELOPMENT

How vital is education's role?

Chart # 29

Vocational Education PROGRAM OF STUDIES

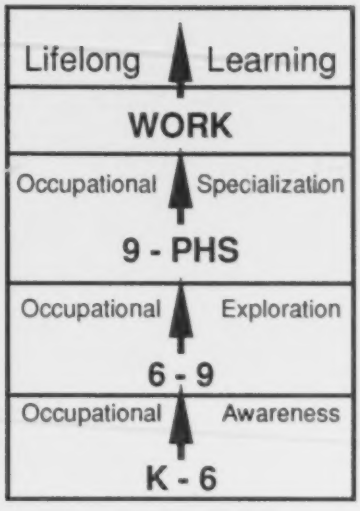
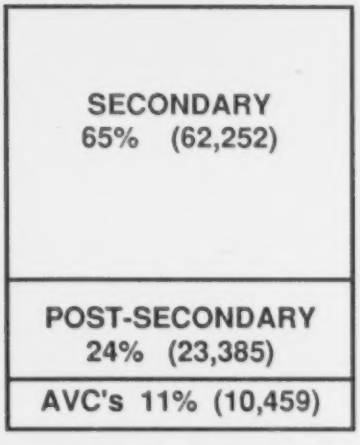


Chart # 30

VOCATIONAL ENROLLMENTS



TOTAL = 96,096

Education plays an essential role in the economic development and prosperity of Utah. When students are given the quality instruction that prepares them to be productive and contributing citizens and the quality training that qualifies them for employment in today's job market, everyone benefits.

Gone are the days when vocational programs consisted only of agriculture, home economics, and trades and industry. Traditional programs served students well, but new technology and occupational changes created a dramatically new job market.

Today's vocational programs reach beyond the classroom to encompass such diverse areas as technology, computer-aided drafting, computer-aided manufacturing, allied health occupations, electronic office occupations, computerized marketing, farm and ranch management, robotic welding, computer-controlled material handling, and petroleum technology.

Utah's vocational education curriculum spans the entire spectrum of educational experience from occupational awareness at the elementary level through job entry and lifelong learning.

Chart # 29

Exploration, preparation, and training are available to students at middle/junior highs, high schools, area vocational centers, and post-secondary institutions. Our young people may pursue two or more different careers during their lives.

TECHNOLOGY/LIFE/CAREERS

Today's students are getting TLC! All middle/junior high students explore, through the Technology/Life/Careers Program, career opportunities in occupational areas of business, marketing, health, home economics, industrial arts, and agriculture. Each program includes a comprehensive guidance component.

Current approved programs include:

- Business Education – the electronic office: data processing applications, word processing, and computerized accounting.
- Health Occupations – radiology, technology, respiratory therapy, nursing, and emergency medical technology.
- Home Economics – home management, work responsibilities, child development, improving nutrition, family crises, and conserving financial resources.
- Marketing – computerized merchandising, marketing, and management in such industries as real estate, insurance, transportation, and petroleum.
- Industrial Arts Technology – "Principles of Technology", an applied physics course offered at 26 high schools, two area vocational centers, and six post-secondary institutions.
- Trade, Industrial, and Technical – industrial electronics, robotic welding, computer-aided drafting (CAD) and manufacturing (CAM), and many other high tech areas.
- Vocational Agriculture – farm and ranch management, agribusiness, sales and service, farm mechanics, horticulture, animal science, natural resources, and forestry.

During 1985-86, the most recent year for which full data is available, the total enrollment at all levels was 96,096 students.

Chart # 30

Chart # 31

VOCATIONAL EXPENDITURES

SECONDARY	45% ($41,229,799)
POST-SECONDARY	39.4% ($36,172,043)
AVC's	15. 6% ($14,306,846)

TOTAL= $91,708,688

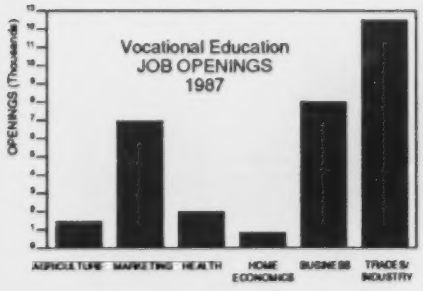
Chart # 32

VOCATIONAL COMPLETERS

SECONDARY	56% (10,116)
POST-SECONDARY	13% (2,315)
AVC's	31% (5,717)

TOTAL = 18,148

Chart # 33



Expenditures for that year were $91,708,688.

Chart # 31

Vocational completers at all levels totalled 18,148.

Chart # 32

Although enrollment, and hence expenditures, remain greatest in the secondary grades, area vocational centers are playing a growing role in training adults to meet current job market needs. 1987 job openings remained strongest in the trades/industry category.

Chart # 33

AREA VOCATIONAL CENTERS

Area vocational centers are providing short-term skill training to high school students and adults who are unemployed or underemployed; comprehensive student services including counseling, guidance, assessment, and job placement; and individual instructional programs through open entry/open exit scheduling. They received direct funding from the Legislature last year for services to high school students to increase the number served by the AVCs.

Curriculum innovations are enhancing the flexibility and responsiveness of vocational education through:

- Competency-based task lists that identify tasks developed by business and industry workers.
- Two-Plus-Two programs that intensify specialized skill development by offering two years secondary plus two years post-secondary training.
- Vocational student organizations that offer leadership training related to the student's career goal.
- Advisory committees that provide vital input for vocational programs from the business world and the community.

A work ethic which ascribes central importance to work and the character traits it promotes has been made an integral part of the Social Studies Core Curriculum beginning in kindergarten. The standards and objectives for work ethic are reinforced in the intermediate grades and are expected to be mastered in grades 10-12 by all students.

YOUNG ENTREPRENEURS

An innovative Young Entrepreneur Program promoting the principles of free enterprise is now a component of the secondary vocational program. During 1986-87, the state's high school principals selected students who owned and operated their own businesses while attending high school for recognition by the Planning Committee for the Governor's Second Annual Conference on Economic Education.

Acting as judges, members of the Utah Council on Economic Education chose twelve finalists from among the 67 nominees. These finalists were featured in a forty-minute video produced and directed by the State Office of Education and distributed to each high school in the state. The video was broadcast over KUED during the conference last February. Plans are underway to repeat the student entrepreneur program for the Governor's Conference early in 1988.

CAREER GUIDANCE AND COUNSELING

Career guidance and counseling are helping students discover their aptitudes and improve their decision-making skills. Recent initiatives include providing career information resources for student use, setting and monitoring guidance standards, developing guidance curriculum, and establishing a network of regional assessment centers.

The Guidance Information System, used by 84 high schools, accesses the employment needs and job descriptions of 650 of the state's primary employers, making it one of the largest computerized files of its kind in the country.

State vocational program standards require all students to receive interest and aptitude assessment in either the ninth or tenth grade. Thirteen regional vocational assessment centers at area vocational centers, community colleges, and other institutions located in every region of the state provide a full range of services for both secondary and adult students.

A concentrated effort is being made to develop relationships between local education agencies and hospitals, food service providers, and hotels/motels to assist handicapped and disadvantaged students in acquiring salable skills and making a successful transition to job placement.

GENDER EQUITY

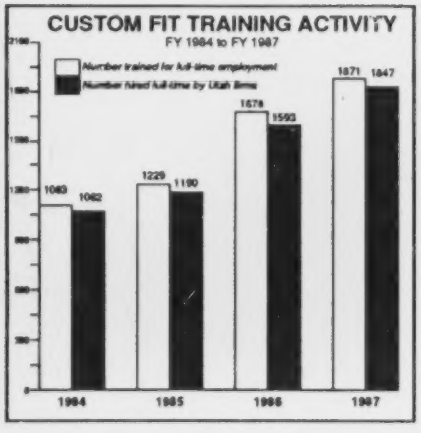
Gender Equity is progressing as students expand their career horizons based upon their own unique interests, abilities, and values, regardless of their sex. Recent highlights include:

- *You Do What? You Work Where?*, a video tape designed to promote interest in non-traditional vocational/technical occupations.
- *To You From Me*, A Women's Career Resource Directory developed in cooperation with Westminster College and disseminated to all vocational counselors and administrators.
- Development of Two Parent/Pregnant Adolescent programs designed for young people ages 14-24.

Single parents and displaced homemakers are receiving assistance to enable them to support themselves or their families and to become economically self-sufficient. A "Turning Point" newsletter is published and disseminated three times a year. During 1986-87, a Single Parent/Displaced Homemaker Program Management Guide was developed and utilized statewide.

Single Parent/Homemaker and Utah Displaced Homemaker programs have expanded in three years from two pilot programs to centers in nine vocational regions throughout the state. 1986 Utah Displaced Homemaker Act funds have proven to be extremely cost-effective because they generate employed taxpayers and save welfare costs. The centers served over 1,700 clients this past year by providing pre-employment seminars, employment training options, and support services such as coping skills, child care, and financial and transportation assistance.

Chart # 34



CUSTOM FIT TRAINING

Custom Fit Training is serving the immediate needs of business and industry by providing short-term intensive skill training to meet Utah's rapidly changing job-market needs. Custom Fit receives the majority of its funding from the State Legislature under the title of Critical Industry. The Legislature appropriated $1 million for custom training in 1984 and in 1985-86. In 1987, it authorized $250,000 because of a carryover of funds from the previous year.

A second source of funding has come from the Job Training Partnership Act (JTPA) eight percent funds under the U. S. Department of Labor. The amount received over the last four years has been approximately $600,000 each year.

The program provides Utah business and industry with funds and services for specific short-term training designed by employers and customized classroom and on-the-job training for entry-level workers for new and expanding businesses. During FY '87, 1,847 people were placed in jobs as a direct result of custom fit training administered by the State Office of Education. Numbers of both trainees and hirees have risen steadily since 1984

Chart # 34

ADULT EDUCATION

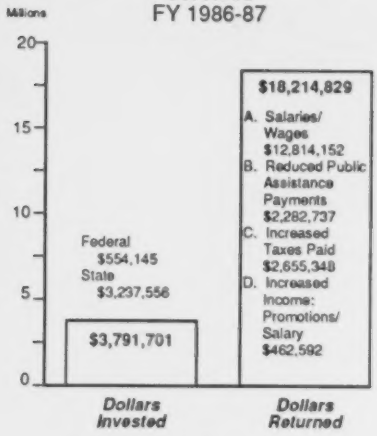
Adult education and training services are meeting the unique educational needs of adults and youth, beyond the age of compulsory school attendance, who have either completed or interrupted their formal education. The program enables all adults to acquire basic literacy skills, including English as a second language, that are necessary to succeed in our society; to continue their education to at least the level of a high school diploma; and to develop the means to secure training that will enable them to become more employable, productive, and responsible citizens.

A minimum of 21.5 percent of Utah adults (approximately 200,000) lack a high school diploma and/or basic literacy skills. A minimum of 50,000 Utah adults, age 25 and over, have less than a ninth grade education. Unemployment is highest among Utah's adult ethnic/racial minorities. It ranges from 5.7 percent for white non-Hispanics to 14.5 percent for American Indian/Alaskan Natives.

During 1986-87, 20,589 persons attended adult basic and adult high school completion classes; 3,119 completed adult basic education (levels 1-5 reading, writing, and computation classes); 2,332 obtained a high school diploma; 3,182 passed the General Education Development (GED) test; 1,839 obtained a job; and 569 were removed from public assistance. Adult education services continue to be a very productive investment for our state with social as well as economic benefits of lasting value.

Chart # 35

Adult Education and Training Services
FY 1986-87



Note: For every $1.00 invested our state receives $4.80 in saved, earned, or returned income.

Chart # 35

To meet the growing demands upon its resources, vocational education needs more funds to expand secondary programs with high job demand and to permit summer programs where year-round training is essential. WPU and transportation modifications as well as more flexibility in scheduling would enable more students to graduate from high school with marketable job skills and encourage the elimination of program duplication and the centralizing of high cost programs at both the secondary and post-secondary level.

Career guidance and counseling is a major area of need. Sufficient funding would alleviate the current ratio of one counselor for every 475 students. Program validity as student-outcome and activity-based would enable career guidance to generate vocational add-on funding. The expansion of Two-Plus-Two programs and programs which bridge academic and vocational skills would also be beneficial.

FUNDING

Are we investing enough?

Utah has traditionally made education a high priority. The 1980 census data showed that: (1) Utah leads the nation in the number of adults having at least one to three years of high school; (2) Utah is second highest for the percentage of resident adults who have a high school diploma; (3) Utah and Colorado have the highest proportion of adults with one or more years of college; and (4) Utah is seventh in the proportion of adults with at least four years of college. All totaled, this reflects a level of educational attainment for Utah residents which considerably exceeds the national average. It means that the average Utahn spends more years in school than the average American. Each additional year of schooling is a cost to the state initially. Ultimately, of course, the payoff is a better, educated work force.*

The demographics of Utah create a unique problem regarding education. In 1985, Utah ranked first in the nation in the percentage of its population between the ages of five and 17 (school-age population). Utah ranked last in the nation in the percentage of its population over age 18 (taxpayers).** Consequently, taxpayers support three school-age children in Utah for every two school-age children supported elsewhere. Utah also ranks low in its wealth per five-to-17-year-olds, ranking forty-eighth out of 50 states.***

Utah schools have made a strong effort to reduce funding for buildings and redirect those funds toward maintenance and operation of the schools. Between 1984-85 and budgeted 1987-88, districts have reduced the proportion of total funds going to debt and capital outlay by one-third (21 percent to 14 percent). This enables school districts to spend more money per student on direct instructional costs without increasing total school costs for taxpayers.

Chart = 36

Utah has continued to drop in its ranking for expenditures per pupil. In 1985-86, it dropped to last place nationally. It is estimated that Utah will maintain its last place in 1986-87 with Utah expenditures dropping from $2,456 per pupil to $2,455 while national expenditures increase from $3,785 per pupil to $3,983.** Part of the reason for this is that enrollments in other parts of the country have been increasing at a lower rate than in Utah, or in many cases, enrollments elsewhere have actually decreased. Those states with declining enrollments have been able to increase expenditures per pupil without increasing overall costs at the same rate.

Utah teacher salaries ranked thirtieth in the nation in 1985-86.

Chart = 37

It is estimated that they will rank thirty-seventh in 1986-87. This has been accomplished by maintaining a high class size. Utah is first in the nation in pupils in average daily membership per teacher.**

Chart = 38

The increased educational level and the large school-age population result in a heavy educational cost burden for Utah taxpayers. As a result, even though the expenditure per pupil for Utah is so low, in 1984-85 Utah ranked eleventh in per capita expenditures of state and local governments for local public schools.** Utah also ranked ninth in state and local tax collections as a percent of personal income in 1985.****

Chart = 36

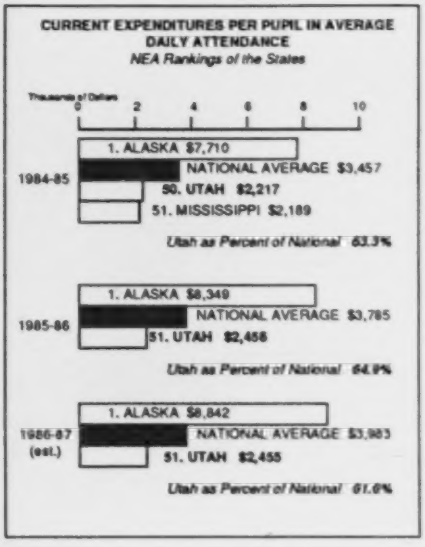
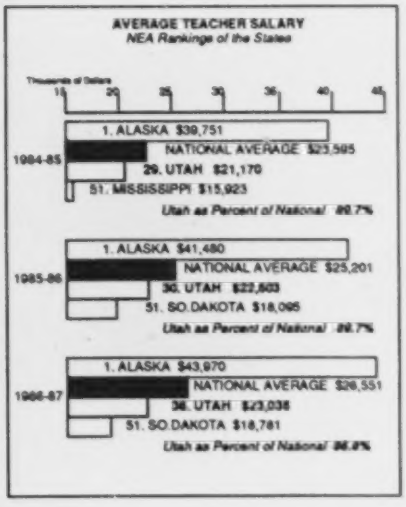
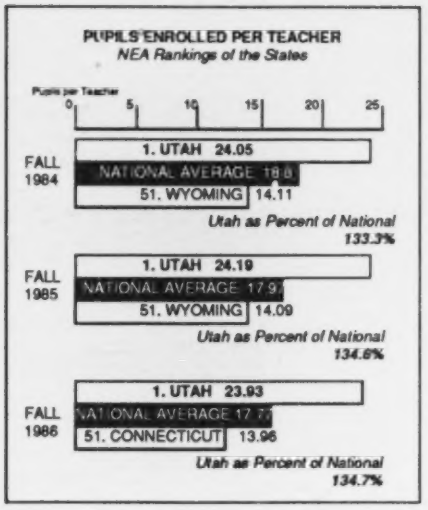


Chart = 37



*Digest of Education Statistics, 1987.
**NEA Rankings of the States, 1987.
***The Governor's 1991 Report on Education.
****U.S. Department of Commerce, Governmental Finances in 1985.

Chart #38



The question of adequate funding is a difficult one. Our definition of "adequate" depends upon whether one is comparing the current funding with (1) the necessary costs of education and the national expenditure comparisons, or (2) the proportion of taxpayer funds allocated to education and the tax effort of Utah's citizens. Clearly, Utah, by any expenditure comparison, is near the bottom on actual expenditures per child. Also, Utah is clearly making a significant effort in its tax rates and the proportion of funding which goes to education to meet the challenge created by its large, school-age population.

This major effort by taxpayers will be rewarded in the future, if Utah can maintain a quality education while keeping education expenditures low. As this large group of students moves out of the schools and into the work force, Utah will be in the unique position of having a larger, better-educated work force than most of the rest of the nation.

COST-EFFICIENCY

How are we stretching our resources?

Cost-effective building utilization remains a priority goal of our educators and the public as student population continues to grow at the rate of two students entering the system for each one who leaves it. The 1987 Legislature passed laws to increase school building utilization in Utah school districts. Districts must utilize school buildings to 70 per cent of capacity or lose state utilities and insurance funds. Also, districts must implement modified delivery systems that increase building utilization capacity by 20 percent in 1987-88 over the prior year in one-fourth of the district's elementary schools.

MODIFIED SCHEDULING

Modified delivery systems include the implementation of programs such as year-round schools, staff and schedule reconfiguration, extended days or modified double sessions, and 240-day extended year. Last fall, 59 schools (nine per cent) implemented necessary changes; 32 schools (five per cent) developed their plans; and 32 schools (five per cent) involved themselves in the community planning stage of increased facility use.

During the current year, fifteen schools are on the 45/15 year-round plan (students have 45 days of schooling followed by 15 days off). Four schools are on the 60/15 year-round plan (students have 60 days of school followed by 15 days off). Thirty-four schools are operating extended school days and/or holding modified double sessions to serve significantly more students.

Chart # 39

EFFECTIVE FACILITY-USE MODELS (NOV. 25, 1987)

DISTRICT	NO. OF SCHOOLS	YEAR-ROUND STUDENTS	FTE	EXTENDED-DAY STUDENTS	FTE	OTHER STUDENTS	FTE
Alpine	11	2,275	83	5,580	197	1,628	57
Box Elder	5			2,160	72		
Cache	1			643	26		
Davis	4			3,149	112		
Granite	5	4,543	161				
Jordan	8	6,152	245	942	38		
Nebo	4			1,506	49		
Ogden	1					594	24
Provo	3	2,213	85				
Salt Lake City	1	655	29				
Sevier	2			638	20	586	24
Wasatch	3			1,172	59		
Washington	5			2,453	83	994	32
Weber	6			2,480	104		
Totals	**59**	**15,838**	**603**	**20,723**	**771**	**4,406**	**167**

One school has extended the traditional 180-day school year to provide more flexibility, learning enrichment, and teacher opportunities. Six schools have altered their school day schedules and staff assignments to better utilize faculty expertise and accommodate student needs. Grand District has joined Box Elder and Garfield in operating an extended-day, four-day school week in remote rural locations.

If past practices of constructing new buildings to house increased numbers of students continued through 1990, school construction costs would be $264,000,000. Compared to traditional practices, Utah's year-round schools and other facility utilization efforts are increasing building use and saving $98,700,000.

Chart # 40

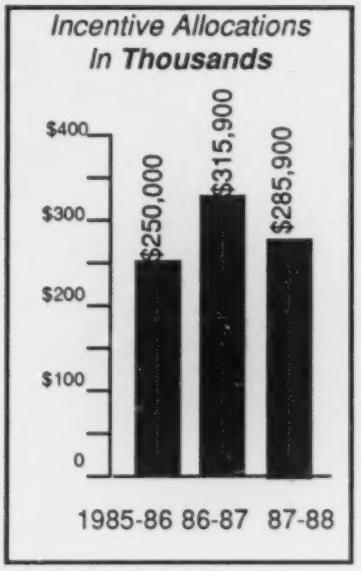


Chart # 41

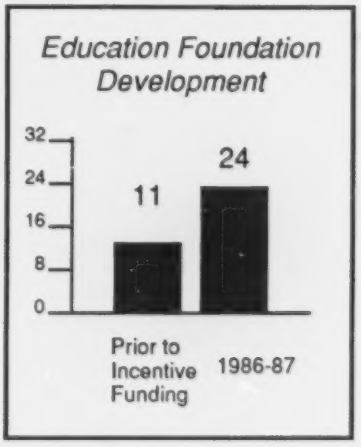
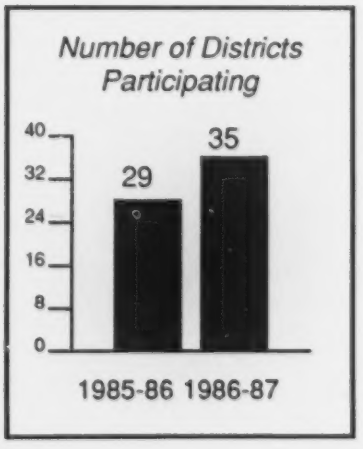


Chart # 42



INCENTIVES FOR EXCELLENCE

Incentives for Excellence were initiated by the passage of Senate Bill 164 by the Utah State Legislature which awarded $250,000 to promote educational excellence. The allocation was to be distributed to districts which had to match their proportionate share of public funds with private financial support from the business community.

The program received $315,900 for 1986-87 and $285,000 for 1987-88.

Chart # 40

When it began, 11 district foundations were already in existence.

Chart # 41

In 85-86, 29 or 72.5 per cent of our districts were participating. In 86-87, six more districts joined in for a total of 35, and the number of foundations rose to 24.

Chart # 42

In a recent survey, 30 school districts indicated that they could have matched $461,800 more last year if given the opportunity.

Chart # 43

These same districts estimated that they could match $983,000 during 87-88 if state matching funds were available.

Chart # 44

Schools are making progress in developing community partnerships that result in mutually beneficial relationships in addition to financial, human, and material resources for the schools. Schools are broadening their concept of community involvement and developing skills in cultivating these resources as they extend their role as a viable force in the consummate economic and cultural life of the community-at-large.

Among the many projects currently being funded through the Incentives for Excellence Program are computer labs, laser disc project, artists-in-residence, reading enrichment, expanded mathematics curriculum, character education program, musical instruments, social studies learning labs, maps and globes, drug abuse program, encyclopedias, Spanish immersion program, and summer research projects.

VOLUNTEERISM

Volunteerism was funded by the 1986 Utah Legislature. It provided $100,000 to the Utah State Office of Education for the implementation of a statewide volunteer training program in order to increase the effectiveness of volunteer activities at district and building levels. In 1986-87, the State Office of Education staff administered the statewide volunteer training program directly and through contracts.

A $10,000 contract was completed with the Utah Parent Teachers Association for the development of training materials and the conducting of volunteer training through the statewide network of PTA Public Involvement Commissioners. A part-time professional co-trainer to assist State Office staff with the delivery of volunteer training workshops in local school districts was provided by the Phoenix Institute.

Nine volunteer training workshops involving 12 school districts and approximately 800 trainees were held at a cost of approximately $30,000. The workshops required the organization of school-level teams consisting of the principal, teachers, volunteer coordinators, and PTA representatives to develop and carry out plans to improve volunteer activities at their respective schools.

State Office specialists are currently working to provide training sessions on volunteerism to 18 districts in southern Utah and to develop a more coordinated and collaborative effort in statewide school volunteerism. Some efforts include the revising of training materials and format, developing university-level preservice training in volunteerism, and devising a systematic process for follow-up to training workshops and on-site technical assistance.

REGIONAL SERVICE CENTERS

Regional Service Centers are also helping our public school system to make more productive use of its resources. They are collaboratives, each formed by the cooperating districts in its geographical region to provide the services they need, and are governed by the districts served and very responsive to the needs of those districts and their schools. Centers also work closely with the State Office of Education to assist in carrying out policies of the State Board of Education and the Legislature. A major

Chart #43

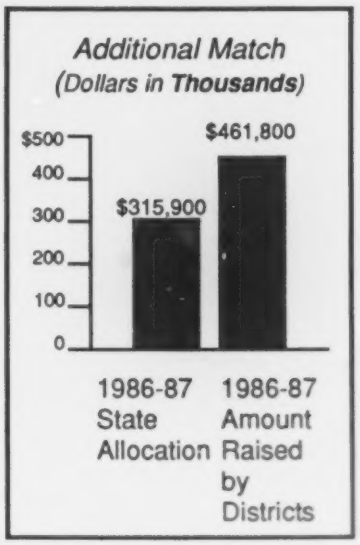
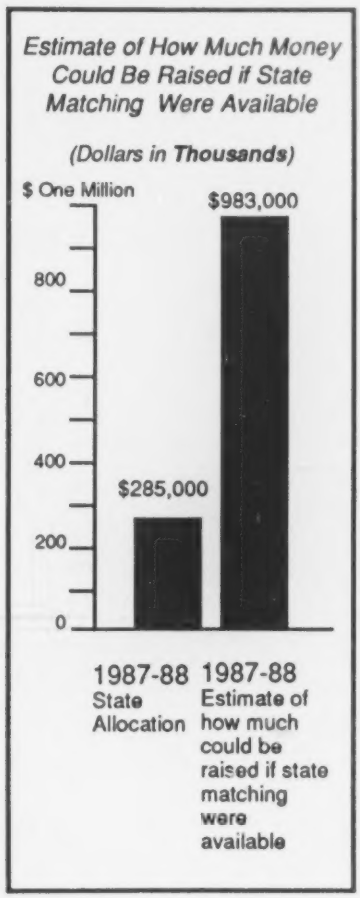


Chart #44



purpose of the Centers is to provide for rural districts some services which are more readily available in the central offices of urban districts.

For multi-regional activities, the directors of the Centers meet regularly as a planning group, joined by two State Office staff members and by others as needed. This group functions effectively as a team to benefit the schools, as in introducing Outcome-Based Education and planning the annual Utah Rural Schools Conference and Institute for School Improvement. Individually, Centers provide such services as media circulation, inservice training arrangements, coordination of multi-district planning and development activities, and local management of programs such as Sterling Scholars. The State Superintendent of Public Instruction is encouraging the strengthening of Regional Service Centers as one way to build a more effective state school system, with Centers serving as an important link between the State Office and the school districts.

New Center directors are researching what other states are doing and leading their superintendents in deliberations about how the Centers can serve them better. The Legislature has asked districts to study ways of cooperating further. Regional Service Centers hold major promise as catalysts for the cost-effective regional consolidation of functions, apart from the issue of administrative consolidation.

DISTRICT COOPERATION

District cooperation has long been regarded as beneficial to our school system. Today, cooperative relationships are being rediscovered as more and more districts explore the means to deliver education more efficiently and effectively in an era of shrinking resources.

Besides the service centers, cooperative alliances of various kinds are helping to provide the network of interaction that helps public education do its job. For example, the Special Education Consortium brings the State Office of Education together with districts, universities, and state-operated programs for mutual planning and communication and is the recipient of the grant that funds the Utah Learning Resource Center in Murray.

Vocational education consortiums are regional planning consortiums that do needs assessment, approve new programs, allocate funds, encourage development in each region, and work with assessment centers. There are also consortiums which deal with services to displaced homemakers. Areas of cooperation are virtually unlimited. Among those currently active are cooperation in facilities utilization, professional development and placement, personnel, programs, curriculum and instruction, productivity, and district reorganization studies. Some school districts and the towns they serve are making joint use of tennis courts, baseball diamonds, and swimming pools.

A college is cooperating with six school districts to organize a regional science fair. Three rural districts are cooperating to provide more efficient school bus transportation. In response to a request from the Education Interim Committee, seven districts are currently involved in cooperative endeavors to achieve more cost-effective education.

COMPUTERIZED ACCOUNTING

A computerized cost-accounting system has operated at the Utah State Office of Education since the late 1960s. The system categorizes items to fit into the accounting system of the State of Utah. It also organizes the information to allow for analysis by management, legislators, and the executive branch of state government.

During fiscal year '87, emphasis was placed by management upon more clearly defining and analyzing programmatic costs which exist within the State Office of Education in order to identify areas which may not be operating at top productivity and to redirect resources to achieve a higher level of efficiency. A more detailed cost accounting system which is fully operational will enhance this procedure and also the capability of the State Office for informed decision-making.

PLANNING

How are we preparing for the future?

Chart # 45

PUBLIC EDUCATION
Enrollment Projections
1988-89 through 1992-93

School Year	Fall Enrollments	Increase over Previous Year
1988-89	429,679	6,293
1989-90	435,156	5,477
1990-91	440,006	4,850
1991-92	442,849	2,843
1992-93	443,069	220

Tomorrow will quickly become reality. Progress, security, the very future of the State of Utah depends directly upon the mental and physical attributes of our future citizens, today's youth. Education is paramount in these efforts. Critical to this highest priority is the willingness of Utahns to invest in today's students at levels that will provide the quality learning necessary to prepare them for leadership of their generation and for a productive future.

The 1987-88 school year shows 7,392 new students entering Utah's public schools. Student population, kindergarten through grade 12, now totals 423,386. Despite the acknowledged, gradual slow-down in our rate of growth, projections indicate that by 1990, Utah's school-age population will exceed 440,000. *Chart # 45*

As we approach the new decade of the 90s, the doubling of information will have an even greater effect on our schools than it does today. Computer software will compete more and more often with textbooks. The impact of technology will be increasingly felt in our classrooms. The volume and diversity of course content will spread from the Core in all directions. Knowledge will be more fluid. Growing class sizes may robotize the environment.

Inflation, world conditions, reforms, technology — all will continue to cause the cost of education to skyrocket. Our changing world will demand changes in our educational system we are not yet able to foresee. Utah's school system cannot prepare for the future in one momentous leap but only in many small steps, taken one at a time.

SHORT-TERM TWO-YEAR GOALS

The Utah State Board of Education has identified two-year, short-term goals for reform, achievement, and assessment to provide direction during 1988 and 1989 in its ongoing efforts to address areas of statewide concern and to provide leadership for local school district goals and their implementation.

It is a top priority of the Board to develop the components of a Model Utah School that will generate recognition for existing schools that most closely meet these standards and adequate and equitable funding for quality education that will enable Utah to become the most cost-effective and efficient school system in the United States.

More specifically, the Board has added to its existing five goals that of assessment in terms of systemwide performance, district reporting, student performance, Core implementation, and reporting techniques. Updated objectives are being pursued in the utilization of physical resources, curriculum reform, enhancing teaching as a profession, increasing public and parental involvement, and vocational/technical education planning. Current new direction in the focus of these goals can be seen in such areas as curriculum reform for at-risk programs to reduce drop-outs, services for Special Education preschoolers, and the bridging of vocational and academic skills.

STRATEGIC PLANNING COMMISSION

The Strategic Planning Commission, formed by the State Board of Education in June, 1987, will recommend five-to-seven year goals as a continuation of the goal-setting process. The 35-member body is composed of representatives of public, private, and higher education, the business community, and the Legislature.

The Commission received a charge to develop a clear framework for Utah's education system which will define its mission, express our shared vision for its future, articulate the relationship between public education and Utah's economic vitality, identify a set of character traits which parallel the academic Core, and address the dual and critical needs of greater effectiveness and efficiency in our schools. As it moves forward to accomplish its task, the Commission will involve local boards of education, educators, business community persons, civic leaders, legislators, government officials, school patrons, and students in this effort.

EDUCATION COORDINATING COUNCIL

The Utah Education Coordinating Council was organized in April, 1987. The Council provides a forum where the key organizations involved in elementary and secondary education in the state can discuss issues and concerns affecting education in Utah. Representatives from organizations of parents, teachers, principals, and counselors, the Utah State Board of Education, the Utah School Boards Association, the Society of Superintendents, the Utah Legislature, and Governor's Office, the business community, the colleges of education, and private schools are its members.

The Council meets monthly to share ideas and discuss ways of meeting the challenges that Utah faces in elementary and secondary education. While it may not be possible to develop unanimity on every issue, by providing a forum for dialogue the Council will insure that the decisions of each group are made in light of the effect they may have on other groups and the system as a whole.

The Legislative Committee of the Council has the specific charge to discuss fiscal and non-fiscal legislation which will directly affect public education. Through extensive dialogue, the Committee determines joint positions which can be taken with regard to funding priorities and whether or not to support certain items of non-fiscal legislation. The positions taken by the Committee are consensus positions and can be helpful to the Legislature in providing a consolidated position with regard to decisions affecting public education. Breadth of perspective and diversity in point of view are strengths of the Committee and can provide a helpful, pre-screening process for the Legislature in analyzing bills which affect public education.

BOARD STANDING COMMITTEES

The State Board of Education is divided into three standing committees: Administration and Finance; Vocational and Rehabilitation; and Curriculum and Supportive Education. The division of responsibility allows the Board to address a greater number of issues in a more comprehensive manner. It also allows for more time for citizens and groups of citizens with concerns to address those concerns to their elected representatives on the Board.

To expand the awareness of the Board on local concerns, members of the Board serve with the elected officials of the Utah School Boards Association on the USBE/USBA Liaison Committee. To facilitate communication and coordinate the activities of the public education system and the higher education system in the state, representatives of the Utah State Board of Education and of the Utah State Board of Regents serve on the USBE/USBR Liaison Committee.

Representatives of the Board also serve on state and national committees which have influence on public education, including: the Far West Lab, the State Impact Board, the Utah High School Activities Association, the Education Commission of the States, the Governor's Committee on Law and Citizenship, and National Association of State Boards of Education. The interaction with these state and national groups provides a significant resource to board members as they deliberate on the direction public education in Utah should take.

SHARED GOVERNANCE

The concept of shared governance is advocated by the Utah State Board of Education. It practices involvement with numerous education-related agencies and interest groups. The Board sponsors and participates with several committees which provide valuable advice for ongoing State Office of Education operations and input which assists Board members in their decision-making deliberations. Board members, the State Superintendent of Public Instruction, and the State Office of Education staff also serve on committees and councils formed by other local agencies, state agencies, federal agencies, and various national organizations.

The Utah Advisory Council on Intergovernmental Relations is an example of an organization which links public education with other governmental agencies. This legislatively created council has membership with the Governor's Office, State Senate, State House of Representatives, State Office of Education, State Tax Commission, State Social Services, higher education, city government, and the Salt Lake County Commission. Issues are discussed and debated in very open terms, generating greater understanding and appreciation for the interdependency of these entities.

CONCLUSION

Our challenge, our opportunity

This report has endeavored to provide a comprehensive look at the many aspects of public education in Utah to identify our accomplishments, assess our progress, and describe some of our future needs. All have an effect on how well Utah will fulfill its promise to its most precious resource, our children.

With our enduring belief in the strength of families and in the value of a good education comes the obligation we share to provide it with sufficient resources as our parents did for us and theirs for them. Nothing we do is more important. Together we must meet the challenge of our changing schools, a challenge that can open the doors to opportunity.

Utahns must keep faith with public education by backing their expectations for excellence with the support of resources necessary to achieve it. The economic future of our state does not lie merely in the hands and minds of our youth but in the quality of the education we are willing to provide for them.

THE GREAT SEAL OF THE STATE OF UTAH
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1896